



Pupil Progress and Assessment Policy

All our pupils have a diagnosis of autism and moderate or severe learning difficulties. Our curriculum addresses barriers to learning that autism can present and meets the individual needs of each pupil. Our assessment system is based on personalised goals and outcomes and measures all aspects of each pupil's progress.

Every pupil has an EHCP detailing their strengths and needs; this is our starting point.

EHCP Outcomes structure each pupil's Personal Learning Plan to ensure we meet individual needs and aspirations.

Purposes of Assessment

Assessment is an integral part of effective teaching and learning. We use assessment to

- show many aspects of pupil progress
- focus on the needs of each pupil
- improve teaching and learning
- provide information on progress to a range of audiences.

Our pupils' progress is varied. It can be demonstrated in small steps and we celebrate achievement across a range of personal, social and curriculum activities. Autistic pupils make progress differently at different times and in different situations. We use a range of assessment frameworks to capture their successes and show many forms of progress.

Baseline Assessment

We collect baseline assessment during transition before any pupil joins the school. This is reviewed, moderated and clarified in the first half term when pupils join the school. Baseline assessment information during transition is drawn from a range of sources including:

- EHCPs, annual reviews and previous annual reports
- the pupils themselves
- parents and carers
- observations and teacher assessment
- previous school assessment data
- other specialist reports.

This information is collated in a Pen Portrait for each pupil ready for when they join us.

Personal Learning Plans

This baseline assessment information and Pen Portrait is used to develop a Personalised Learning Plan with challenging and relevant targets relating to

- communication
- independence: including physical & sensory needs
- emotional wellbeing and social skills

PLPs for KS4 following the headings of Preparing for Adulthood.

These plans are used for weekly target setting and are reviewed by the teacher and Assistant Headteacher each half term.

The Personal Learning Plan for the pupil's first half term at Spa Camberwell is used to structure the teacher assessment and baseline moderation to identify and agree relevant starting points on the Spa School Camberwell Assessment Frameworks:

- EHCP Outcomes framework
- Core skills framework

Measuring Progress and Target Setting

Targets are set to ensure

- progress across the year in all aspects of the curriculum
- precision teaching
- personalised provision
- quality provision
- the curriculum is tailored to the needs of each pupil.

Each pupil's progress is carefully tracked through our assessment frameworks which match all aspects of the core curriculum. Evidence is collated using the Earwig system to show a range of progress timelines:

EHCP Outcomes: steps towards outcomes are used to set half termly targets for each key area of the Personal Learning Plan

Core Learning: measures progress in reading, phonics, writing, communication and maths.

Learning Objectives / Unit Records: personalised learning objectives are set for each pupil in every lesson within the Learning Together curriculum and all lessons for secondary pupils. They record progress made within the lesson.

Monitoring & Analysis

Senior leaders monitor target setting and analyse progress. Half termly progress review meetings with SMT and class teachers identify where progress needs to be addressed and relevant interventions planned. SMT report their analysis to the Deputy Headteacher and record action plans for individual pupils, groups or classes.

Assessment week takes place in the penultimate week of each half term. Staff are guided by the SMT to review and record progress across all frameworks and against EHCP outcomes. Personal Learning Plans are reviewed and shared with families.

Unit Records on Earwig are monitored regularly by Assistant Headteachers and the Deputy Headteacher. These records are shared with parents and families half termly as a way of sharing progress and learning across the year. They make up the reporting to parents. Annual reports shared at the end of the academic year focus on progress against targets and tutor comments and significant progress in non-academic areas. EYFS annual reports are in line with statutory EYFS reporting.

Enrichment timelines also show progress in terms of personal development for each pupil.

Ongoing review and support are provided through the AHT monitoring and coaching approach across the school.

Detailed comparative analysis of whole school progress data is completed each year to identify patterns and trends to inform subject whole school development planning.

Cycle of Assessment, Recording and Reporting

Term	Assessment Strategies	Moderation Focus for 25/25
Autumn 1	Baseline moderation and target setting Personal Learning Plans reviewed	Baseline assessments Reading
Autumn 2	SMT review core progress from Autumn 1 PLPs reviewed Autumn 1 unit records shared with families	Reading Personal Development Evidencing monitored
Spring 1	SMT review progress towards EHCP outcomes PLPs reviewed Autumn 2 unit records shared with families	
Spring 2	SMT review AHTs review Core Progress PLPs reviewed Spring 1 unit records shared with families	Writing – work samples to be gathered in assessment week Writing portfolio to be created by SMT to show progress and examples
Summer 1	SMT review progress towards wellbeing and social skills PLPs reviewed Spring 2 unit records shared with families	Personal Development Evidencing monitored
Summer 2	Summer 1 unit records shared with families Summer 2 unit records shared with families Annual reports to families Annual progress review Timelines produced Whole school data analysis - SMT	

Moderation and analysis

Teachers work together to review pupil progress and agree consistent judgements. Moderation processes can include:

- work sampling across a range of subjects
- work scrutiny by subject leaders and AHTs
- termly pupil progress reviews with teachers and AHTs
- external moderation with Spa Bermondsey – accreditation outcomes
- annual whole school progress data analysis by the SMT.

Earwig – Earwig is the software package used to record our pupils' achievements and progress through photos, videos, and documents. It is used for moderation, evidence scrutiny and termly pupil progress meetings. Progress timelines are produced for a range of purposes and audiences.

Half termly unit records are shared with families. Families have their own log in details where they can access all of their child's learning records once they have been released. This happens at the first week of each half term from Autumn 2 onwards. The records for the previous half term are released.

Feedback & Marking - Feedback is given in the most meaningful way for each pupil. It will focus on praise for achievements and will inform pupils of their next steps where relevant.

Reporting to Parents - We communicate with parents and carers every day. Successes are shared through home / school communication books, regular phone calls, emails, texts and face to face meetings.

Personal Learning Plans and Earwig unit records are shared with families each half term.

Progress towards EHCP outcomes are shared at each pupil's Annual Review.

Annual Personal Learning Plans and Core Curriculum progress is shared through the annual report to parents in the summer term.

Parents / carers are invited to the parent teacher conferences at the start of the Autumn 2 half term and during the Summer 2 half term. Parent / carers are welcome to meet with class teachers and / or AHTs at any time.

Parent/carer sessions are organised to share assessment and reporting processes to help share understanding of progress.

Reporting to the Trust – The Deputy Headteacher presents an overview of whole school progress analysis in the autumn term. Whole school interventions are identified and action points are identified and incorporated into the school development plan.

Training - All staff receive assessment training in their induction programme. Ongoing training is provided through the Teacher Development Programme. Teachers are supported through the AHT coaching programme. The school assessment timeline is shared to support staff to manage the assessment process efficiently.

AI – Spa Camberwell recognises AI may be helpful to pupils. Pupils may not use AI tools:

- For assessments within school and as part of external accreditations
- For work that they are presenting as their own

Pupils may use AI tools within Computing lessons where it is part of the scheme of work.

Equal Opportunities - Pupil progress is monitored and analysed to ensure no pupil is disadvantaged.

Assessment Timeline 25/26

End of 24/5	<ul style="list-style-type: none"> • AHTs to send annual data analysis for their KS to Head of School • Deputy Head to collate information across the school and identify strengths and action points • Deputy Head to create report for LGB and Trustees on annual progress for Spa Camberwell • Identify any pupils who need interventions in place for Autumn 1 based on end of year data • Organise for new pupil's EHCP targets to be added to Earwig
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25/26 Autumn 1	Week 1	Monday training – PLPs <ul style="list-style-type: none"> • SMT to support PLPs – induction training for new teachers & any support required for other teachers • Baseline training for new teachers – to be open to others as a refresher
	Week 2	<ul style="list-style-type: none"> • PLPs to be finalised & checked by SMT • Earwig records to be in place
	Week 3	
	Week 4	<ul style="list-style-type: none"> • Information session for parents and carers – tracking progress Deputy Head
	Week 5	<ul style="list-style-type: none"> • AHTs to moderate and finalise baseline assessments with teachers • Reception baseline assessment data collated for DfE (to be submitted within first six weeks of child starting school)
	Week 6	Assessment Week <ul style="list-style-type: none"> • Morning reminders in briefing • Earwig records finalised • Earwig target data added • PLPs finalised • EYFS statutory baseline assessments to be completed and data submitted to DfE • Personal Development monitoring
	Week 7	<ul style="list-style-type: none"> • AHTs to fix baseline assessments on Earwig • PLPs for parents/carers – admin • PLP data info collated – admin • Deputy Head to check school wide progress
Autumn 2	Week 1	Monday training – PLPs <ul style="list-style-type: none"> • PLPs to be finalised & checked by SMT • Earwig records to be in place • Autumn 1 Earwig records released to families
	Week 2	SMT
	Week 3	<ul style="list-style-type: none"> • AHTs to collect video evidence for moderation training
	Week 4	

	Week 5	
	Week 6	Assessment Week <ul style="list-style-type: none"> • Morning reminders in briefing • Earwig records finalised • Earwig target data added • PLPs finalised
	Week 7	<ul style="list-style-type: none"> • PLPs for parents/carers – admin • PLP data info collated – admin • Deputy Head to check school wide progress
Spring 1	Week 1	Monday training – PLPs <ul style="list-style-type: none"> • PLPs to be finalised & checked by SMT • Earwig records to be in place • Autumn 2 Earwig records to be released to families
	Week 2	
	Week 3	
	Week 4	
	Week 5	Assessment Week <ul style="list-style-type: none"> • Morning reminders in briefing • Earwig records finalised • Earwig target data added • PLPs finalised
	Week 6	<ul style="list-style-type: none"> • PLPs for parents/carers – admin • PLP data info collated – admin • Deputy Head to check school wide progress
Spring 2	Week 1	<ul style="list-style-type: none"> • PLPs to be finalised & checked by SMT • Earwig records to be in place • Spring 1 Earwig records to be released to families
	Week 2	
	Week 3	SMT to collect video evidence for moderation training
	Week 4	Monday Training - Reading moderation – lead by DHT
	Week 5	Assessment Week <ul style="list-style-type: none"> • Morning reminders in briefing • Earwig records finalised • Earwig target data added • PLPs finalised • Writing samples – SMT to gather samples across levels • Personal Development monitoring
	Week 6	<ul style="list-style-type: none"> • PLPs for parents/carers – admin • PLP data info collated – admin • Deputy Head to check school wide progress
Summer 1	Week 1	Monday training – PLPs <ul style="list-style-type: none"> • PLPs to be finalised & checked by SMT

		<ul style="list-style-type: none"> • Earwig records to be in place • Annual report formats & timelines to be shared with teachers • Spring 2 Earwig records to be shared with families
	Week 2	
	Week 3	<ul style="list-style-type: none"> • Information session for parents and carers – reporting progress
	Week 4	
	Week 5	Assessment Week <ul style="list-style-type: none"> • Morning reminders in briefing • Earwig records finalised • Earwig target data added • PLPs finalised • Personal Development monitoring
	Week 6	<ul style="list-style-type: none"> • PLPs for parents/carers – admin • PLP data info collated – admin • Deputy Head to check school wide progress
Summer 2	Week 1	Monday training – PLPs <ul style="list-style-type: none"> • PLPs to be finalised & checked by AHTs • Earwig records to be in place • Summer 1 Earwig records released to families
	Week 2	<ul style="list-style-type: none"> • Annual reports to teachers for any final edits
	Week 3	<ul style="list-style-type: none"> • AHTs to add comments to reports • Headteacher comments on reports
	Week 4	
	Week 5	<ul style="list-style-type: none"> • Annual reports to parents & carers via Earwig
	Week 6	Assessment Week <ul style="list-style-type: none"> • Morning reminders in briefing • Earwig records finalised • Earwig target data added • PLPs finalised
	Week 7	<ul style="list-style-type: none"> • PLPs for parents/carers – admin • PLP data info collated – admin • Deputy Head to check school wide progress • Summer 2 Earwig records shared with families
End of 25/26		<ul style="list-style-type: none"> • AHTs to send annual data analysis for their KS to DH • Deputy Head to collate information across the school and identify strengths and action points • Deputy Head to create report for LGB and Trustees on annual progress for Spa Camberwell • Identify any pupils who need interventions in place for Autumn 1 based on end of year data • Organise for EHCP targets to be added to Earwig

